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STATE OF NEW MEXICO, DEPARTMENT OF EDUCATION

Physical Fitness Bulletin

For Elementary and Secondary Schools

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Issued by
MRS. GEORGIA L. LUSK
Superintendent of Public Instruction

Approved by the
STATE BOARD OF EDUCATION

Santa Fe, N.M. -

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*New Mexico. State Advisory Committee on
Physical Fitness for the Schools of
New Mexico*

Physical Fitness Bulletin

For Secondary and Elementary Schools

FINAL REPORT OF THE STATE COMMITTEE
ON PHYSICAL FITNESS

Approved by the
STATE BOARD OF EDUCATION

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FOREWORD

I am glad to have the opportunity of presenting this program of Physical Fitness to the schools of our state. Health, Physical Education, and Recreation have always been important in our way of life, and rich contributions have been made by the workers in these fields.

But today, these fields of activity are vital to the very life of the nation itself, as it fights for its existence, and marshals its every resource for self-preservation. Our country, today, is facing an enemy that has been engaged for fifty years in systematic body training, with astounding results. If we are to meet this foe successfully, we must have strength, agility, and endurance; we must have team work, courage, and a belief in the purposes for which we fight.

The schools of the country have recognized the seriousness of the situation confronting our nation and have indicated, with great eagerness, their willingness to make their maximum contribution to the war effort. One of the most important things that our schools can do, and which will show almost immediate results, is to provide a program of sound physical education for all normal boys and girls. Our bulletin has been planned as a guide in executing such a program to insure a continuous, well rounded development of the child.

I am pleased to express the thanks of the Department of Public Instruction, and of the educational profession, for the time and effort spent so willingly in preparation of material for this bulletin, to the following: Mr. J. T. Reid, Mrs. M. J. Geyer, Dr. J. W. Diefendorf, Dr. S. P. Nanninga, Mr. A. O. Fedric, Mrs. L. L. Gleaves, Mr. Kermit Laabs, Mrs. Gladys Nisbet, Miss Lucy Mell Platt, Mr. Charles B. Sweeney, Mrs. Mary Watson, Mr. Tom Wiley, and Mr. F. M. Wilson.

The cooperation of all teachers in the state in carrying on the program will be deeply appreciated.

MRS. GEORGIA L. LUSK

Superintendent of Public Instruction.

STATE OF NEW MEXICO DEPARTMENT OF EDUCATION

PHYSICAL FITNESS BULLETIN

For Secondary and Elementary Schools

THE STATE COMMITTEE

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PHYSICAL FITNESS BULLETIN

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CHAPTER I

PHYSICAL EDUCATION PROGRAM FOR EVERY SCHOOL

Captain Rickenbacker said recently that no education can be important until the war is won except as it contributes to that end. In commenting on the kind of education we have had and the kind we need, he said, "It is essential that we teach youth, and a great number of their parents, to use their hands as well as their heads. We are getting back to the simple things of life." Here again our attention is called to a great gap in our educational program. We have, for more than three hundred years, in this country, tried to teach youth to use their heads. We have done comparatively little to teach them to use their hands and their bodies. This war, if it has done nothing more, has called our attention forcibly to this oversight and has emphasized in no uncertain terms that a well-developed body and perfect coordination are essential to self-preservation and to success for the individual at least so far as army life is concerned.

It is recognized that the schools of New Mexico have made some progress in this direction, especially in larger centers where equipment has been provided and where rather well-rounded programs of health education have been established. Much more needs to be done and the program must be definitely directed toward the conditioning of pupils that will make them efficient in any form of service, in the armed forces, in industry, in agriculture, or elsewhere.

The minimum program should be one activity period daily for all boys and girls, but this program should be supplemented by at least ten hours each week devoted to athletics, intramurals, hikes, camping, chopping wood, or other physical activities.

The fact that many directors of physical education as well as most of the able-bodied young men of the community have been called to service means that the schools will need to seek help in this program from two sources: (1) In some instances, older men in the community who have had experience in such activities as camping, hiking, etc., may be willing to help as men are doing elsewhere who divide with one another an eight hour shift in some manufacturing plant. (2) Some schools have already employed women as coaches.

In many states small communities are handicapped by lack of gymnasium facilities. New Mexicans are fortunate in this respect in that our climate makes indoor facilities much less necessary than is true in other areas. Again, in this state we are not cramped for room. If the indoor facilities are meager, provisions can usually be made out of doors for chinning, rope climbing, broad jumps, obstacle races, etc. In this connection, it should be remembered that in the life these students must face their combat life will be lived out of doors anyway.

In the selection and classification of pupils the school should secure the assistance of the county health department. It is prob-

able that failure to enlist this help in the past has been another instance of failure to secure full cooperation between the community and the school. Both (1) physical condition and (2) size and maturity should be considered in any scheme of classification that is employed. The physical condition of some may be satisfactorily determined by general observation. Those that seem to deviate from the normal should be given a thorough physical examination by a competent individual. Pupils must be carefully conditioned before being permitted to undertake strenuous exercises. The time required will vary with individuals but will usually be one month or longer.

Basically there are only two important differences between the new program and the one currently found in most schools. First, this is a program of work, not a play program. In the past, conditioning has been thought of as preparation for games of some kind. It must now be thought of as a means of self-preservation and every pupil should approach it with the intention of working at it, and of bending every energy toward using every available facility to the accomplishment of the goal. Second, this is a program for all, not a selected few, many of whom are already in fair condition. In the past we have thought of military service in terms of membership in the armed forces as for relatively few people. In a total war all must serve—some in combat forces, others in industry and agriculture. This includes women as well as men.

The purpose of the physical educational program in wartime has been well stated by the United States Office of Education as follows: "to make secondary school pupils physically fit to undertake the unusually heavy tasks they will probably be called upon to assume in the near future." All branches of the armed service agree that physical fitness is the goal of this program. The armed services do not ask for and do not want military training made a part of the program. Such training, it is generally agreed, is a post-instruction function of the services themselves. There is nothing inherently wrong with military drill in high schools but such drill is almost sure, in many schools to obscure the real purpose of the program and to take time that should be devoted to the most vital purpose of physical fitness for all.

CHAPTER II

RESPONSIBILITY OF SCHOOL ADMINISTRATORS AND TEACHERS

Administrative Adjustments

A successful war-time program of physical education in high school will necessitate adjustments in school administration and teaching. It is realized that any suggested program will have to be adapted to local needs of individual schools.

Some of the items that should receive attention on the state level are:

1. Supervisory and consultant service
2. A program of pre-service and in-service training of teachers
3. Credit for physical education towards high school graduation
4. Providing for the inclusion of physical education in the state course of study through action of the State Board of Education

The functions that should be performed on a city and county level in promoting and administering an adequate program of war-time physical fitness program include:

1. The official approval of the program by the local Board of Education
2. Acquaint the public of each community and the Board of Education with the objectives and the contents of the program.
3. Time allotment:
 - a. Minimum of five class periods a week
 - b. Ten supplemental hours given each week in intra-mural and athletics
 - c. Maximum class size of fifty pupils

All students should participate in this program except those certified by a doctor as being physically unable. For these a restricted program will be provided. This examination should include heart, lungs, blood pressure and if aquatic sports are a part of the physical fitness program, examination should be made of the eye, ear, nose and throat.

3. Active, intense, and rugged activities

In schools with inadequate facilities and instructors, adjustments can frequently be made that will permit the carrying on of the minimum essentials of the program. Playground space, vacant lots, blocked off streets, use of corridors, rooms, and other make-shifts can and should be used where gymnasiums and athletic fields are not available. Enthusiastic leaders can do much to adapt a program to conditions where there are minimum facilities.

The following are suggested ways of providing additional time in the school day for physical education:

1. Reorganization of school program
 - a. Lengthening of the school day
 - b. Utilizing the noon hour for recreational activities, health and first aid for the benefit of bus students and those who work after school hours
2. Meeting teacher shortage in physical educational program
 - a. Utilize help of volunteers
 - b. Increase the number of teaching periods of all teachers
 - c. Eliminate classes whose contribution to the war effort are of less immediate value
 - d. Organize larger classes with pupil squad leaders acting under direction and supervision of a teacher
 - e. Pupils should be classified in groups according to age, maturation, and ability
 - f. Increase interscholastic and intramural programs
 - g. Place emphasis on greater pupil participation

Planning by the Teacher

Each teacher should develop and use plans and programs that are suitable to the particular situation in which he is teaching. Excellent physical educational programs have been set up and are available in various texts and state courses of study. One which should be in the hands of each physical educational instructor, is **PHYSICAL FITNESS THROUGH PHYSICAL EDUCATION** for the Victory Corps. U. S. Office of Education, Washington, D. C. Price 25c.

CHAPTER III

SELECTION OF PUPILS FOR TRAINING

Every school and every teacher of physical education should make an effort to obtain a thorough medical examination for each child either by a school physician or through co-operation of the local board of health. Only after every effort to secure this examination has failed should substitute means be resorted to. Now that the army is asking for better physical specimens we need closer medical and physical supervision of our health and physical educational programs.

It is true that war conditions have reduced our medical staffs and placed increased responsibility on the teachers of health and physical education. This is one responsibility that may be approached with a feeling of uncertainty by the experienced and highly trained teacher of health and physical education, and with much fear and trembling by the new teacher and the one with minimum training. With decreased medical supervision and a decrease in the number of trained health and physical educational teachers, we are running a great risk of harming rather than helping our growing boys and girls.

Every student will be required to take part in the physical fitness program except those certified by a doctor as being physically unable to participate. For these students a restricted program will be provided.

CHAPTER IV

ACTIVITIES FOR BOYS AND GIRLS

The committee thought it wise to supplement this part of the Manual since few schools in New Mexico are equipped to carry out the program as suggested.

Although activities of a developmental nature should be the main theme of the program many schools will be giving the work to high school, junior high school and grade school pupils at the same time. Thus we must provide activities of a recreational type for the younger pupils who should perhaps not be given the more strenuous work. The boy and girl of 12 to 15 years of age is at the "awkward stage" when games will co-ordinate mind and muscle more rapidly than perhaps any other type of activity.

The activities of the program should be grouped under the following heads:

Marching	Rhythmics
Gymnastics	Tumbling
Relays	Apparatus
Acquatics	Wrestling
Callisthenics	Boxing
Scouting	Games
Intramural Athletics	Interscholastic Athletics
Obstacle Running	

Activities taken from such a large field will provide a program so diversified that interest should stay at a high level during the entire school year.

Marching should be given early in the year so that the class may be formed quickly and facilitate moving large groups. Execution of the movement should be precise and correct or confusion will result. Follow closely the Federal Manual.

Since few schools will have facilities for aquatics no more mention will be made of this activity than to ask all teachers to encourage pupils to learn to stay afloat, learn at least three strokes well, to always use the "budd" method of swimming and to know something of rescue work.

Boxing and wrestling should not be practiced unless equipment is provided and with proper instruction. The fundamentals of both, however, may be learned without equipment if care is exercised (these activities should be demonstrated at regional clinics.)

Tumbling ranks high among the activities for muscular development. Many of the stunts may be done without mats, and many others of a more active type if gunny sacks or light pads be put on sand or grass.

Many games and relays may be found in *Bancroft's Book of Games* and this book will provide material for many periods especially for younger pupils.

Callisthenics should form a large part of the program as large groups may be easily handled in this manner. Care should be taken to diversify the exercises as the teacher is liable to get in a rut and the exercises become machine like. The Ranger type of work shown in the Manual will interest the boys and these should be extended as the instructor sees the need. In like manner rhythmic for girls should be stressed.

Track and field events should be patterned along lines used in military track and should be used both in the spring and fall as in this activity the pupil is continually self testing which will relieve the instructor for other types of work.

Intramurals of a necessity should parallel the seasonal interscholastic sports as interest will be highest at this time. Practically all games that use large groups and little equipment should be used. Games which allow only one or two competitors should be ruled out. Competition which promotes good sportsmanship should be given the objective of intramurals.

Too little attention is given Scouting as an activity which might be used in such a program as this. The fundamentals of Scouting should be used without the equipment which is often thought necessary in the Scouts.

The regular playground apparatus should be used for chinning, hand walking and other exercises involving work for the upper body. Ropes of one and one half inch diameter may be suspended for climbing, swinging and jumping for distance.

Obstacle running should be practiced especially for boys but the use of obstacle courses for girls should be limited and it seems doubtful if the same course should be used for both boys and girls. The obstacle course may be the natural hazards found near the school or may follow the course as outlined on page 91 of the Manual.

It is hoped that schools will follow the outline given in Chapters IV and V in the Federal Manual as enough material is given to form a well rounded program for an entire school year if the instructor will use his own ingenuity.

CHAPTER V

STANDARDS AND TESTS

As we stated previously, the testing program should be of a simple nature as we want results rather than records which may not be of use to anyone. Tests which the pupil can keep himself will result in self-testing and as a basis of comparison with other pupils in his class. To find the simple standard of a class one finds the average of the entire group. This is a standard which will mean something to each individual as he may readily determine where he stands. All tests given on pages 75, 76, 77 and 78 in the Manual should be used, and each person asked to record his own records. A quick and easy method is to have the class do the tests as a unit and then the teacher ask how many were able to do it 10 times, 9 times, etc. until all have stated the number of times. Each pupil will then place his score on a card at the end of the period. Records of the entire class, if kept on a large card, will tend to stimulate interest.*

CHAPTER VI

OTHER PARTS OF THE SCHOOL PROGRAM WHICH HELP IN THE DEVELOPMENT OF PHYSICAL FITNESS

Anything that affects the health of the boys and girls of our schools must be included in a program that has for its aim the building of physical fitness. The task of carrying out such a program cannot be placed entirely on the directors of physical education, but instructors in every department must take part. Health courses should be introduced and various phases of the general health program should be assigned to instructors in the various departments. It will be necessary in small schools for teachers to make definite plans to co-ordinate the health program with the teaching of other subject material.

Control of Communicable Diseases

Where a school nurse is available this problem is simplified, but even here teachers should observe pupils daily for signs of communicable diseases. Due to the shortage of nurses, many schools will have no nurse service. Under these conditions teachers should carry out the following procedures:

1. Daily observance of pupils for signs of communicable disease
2. Isolation and exclusion of pupils suspected of having communicable disease

*The program should be large enough so that each student can do enough to attain a sense of accomplishment.

3. Co-operation with the department of public health in control of disease by:
 - a. Checking to see that all pupils have been vaccinated for smallpox
 - b. Encouraging immunization for diphtheria of all pre-school age children
 - c. Securing of Schick test for all school children
 - d. Co-operating with local Red Cross to secure tuberculin test for all school pupils

Nutrition

In a program of physical fitness nutrition is a basic consideration. Boys and girls must understand the importance of food to health and at the same time realize that in time of war food supplies are limited and uncertain and food habits must be readjusted to meet these conditions. Students must be trained to plan adequate diets and to use ration books to the best advantage.

The school nutrition program should include:

1. *Instruction in nutrition for all pupils.* This can be accomplished by giving special courses in nutrition, or teachers of different subjects, such as agriculture, health, home economics, physical education, science, and social studies, may plan together so that each contributes that part of the instruction for which he is best fitted.

2. *Continuation of the hot lunch programs.* In most New Mexico schools the hot lunch program is a vital need and should not be abandoned until every effort has been made to keep it functioning. In no part of the physical fitness program is there greater need and opportunity for community and school co-operation. The hot lunch period may be utilized to advantage to teach pupils the relation of food to physical fitness. This is particularly true in the small school where the preparation of the hot lunch is a pupil teacher project.

3. *Adult education in nutrition.* This may include after school or evening classes for mothers of pupils, distribution of government bulletins pertaining to this subject, and full co-operation with Farm Women's Clubs, 4-H Clubs, F. F. A. and other clubs.

Health Environment

A few illustrations of environmental conditions at school affecting health which need periodic checking are:

1. Proper lighting, heating, ventilating, and screening
2. Provisions for sanitary and adequate drinking, washing, and toilet facilities
3. Proper adjustment and arrangement of desks and seats
4. Safety provisions in building and equipment

Each teacher is responsible for teaching the proper use of safety provisions and pupil care of drinking, washing, and toilet facilities.

Health Guidance

Health guidance involves:

1. Continuous observation of students by teachers to detect changes in physical or mental conditions which may require attention. Whenever necessary, making recommendations for medical consultation
2. Interviews with individual students and their parents regarding the student's health
3. Health examinations
4. Correction of defects
5. Readjustments in the school and home program to meet health needs of students
6. Co-operation with public health authorities and the medical profession in securing medical care of the needy

The combined efforts of parents, school administrators, teachers, physicians, and nurses are necessary for the recognition of student health needs and for adequate assistance in the maintenance and improvement of health.

Recreation

Healthful recreation should have a definite place in the physical fitness program. Since boys and girls of school age now have less time for recreation, it is important that it should count toward physical fitness. Recreation programs can do much to keep up morale and to keep down youthful crime. Recreation programs that are already functioning must be continued and new ones started, not only as war-time measures, but also as a continuing process to help build a physically fit young America for the future.

Health Teaching

There never was a time when students were more teachable in matters of health than at the present. Today they are particularly interested in problems connected with their own fitness for service in the armed forces and war production. They also are concerned with school and community problems which they may help to solve in war service activities. These interests may form the basis for much worth-while health teaching.

Special teaching possibilities exist in such classes as agriculture, English, home economics, physical education, science, and social studies as well as in regular health classes or in homeroom and other school programs. The more closely this teaching is related to the daily life of the students, the more vital and effective it will become.

The U. S. Office of Education is issuing a manual which deals in more detail with the different aspects of the health program and which will be available in the near future.

CHAPTER VII

SUGGESTIONS FOR EQUIPMENT

A. Military Obstacle Course

The obstacle course is included in the Physical Fitness program as an all around conditioner. Too much emphasis can not be laid upon this type of exercise. Also, it is used to improve and develop those skills which have some military value. Careful thought and study must be given to the lay-out of the course, and it should be designed to train boys to meet a variety of physical obstacles under varying conditions. It should also have enough variety to be both interesting and challenging.

A good obstacle course should develop endurance, speed, agility, balance and a sense of alertness for the unexpected. In order to develop these abilities, obstacles should be selected that will make a definite contribution toward this end.

In laying out their obstacle courses, schools should utilize as much as possible any natural obstacles which they have available such as ditches, trees, hills, embankments or ravines. Football charging sleds, bleachers, swimming pools, football dummies, fences, gates, or any other object which could easily be converted into an obstacle may also be used. The distances of obstacle courses vary a great deal. So far as is known there is no standard distance, however, for boys of secondary school age, it is generally recommended that they be not longer than 300 yards and contain 12 or 15 obstacles at the most.

The obstacle course should contain at least one of the basic type obstacles to develop the following skills: running, climbing, hand-over-hand travelling, vaulting, dodging, swinging, crawling, balancing, jumping, or hurdling.

It is advisable also to keep a record of each individual as to his improvement during the semester. Many coaches and physical educational men will no doubt say that this takes too much time, but a very simple card index can be arranged which will take a very short time to set up, as well as operate on a weekly basis. Certainly a boy is entitled to this consideration.

There are many suggested obstacle courses which could be used, but we know that many schools in the State could not afford to spend a great deal of money on this type of equipment. It is therefore suggested that they use what natural obstacles they have available and add those which they desire from the diagrams which are in the Manual. Much of the material which will be needed for these obstacles can easily be secured from the local merchants and others, without any cost, if the coach or principal have enough interest to put in time securing the material. We know that the above is true, as we have made a check in several localities and found that material would be donated without any trouble at all, if the coach desired to build an obstacle course for the school.

The following are types of obstacles which could easily be constructed and ones which we would recommend for high school use. See Page 91, Manual, for suggested course.

B. Teaching Suggestions

1. Explain each skill clearly and demonstrate it accurately.
2. Do not have airmen run the course against time in the early stages.
3. Teach the method of overcoming each obstacle separately.
 - a. Hand-over-hand travel:
4. Physical characteristics
 - a. Pipe (2-inch diameter) or pole
 - b. Length 12 feet
 - c. Supported parallel to and 9 feet from ground
5. Form
 - a. Suspend and propel by hand-over-hand
 - b. Rhythmic swing for speed
 - c. See page 94 of Manual
6. Vaulting Fence
 - a. See vaulting fence, page 94, Manual
7. Crouching Cage
 - a. See page 92, Manual

Rope climb of any type, and hurdles of varying length and heights.

C. Plans for Athletic Fields and Courts

It is a difficult task to prescribe any definite type of an athletic out-door plant for schools, without knowing the money and space available. We can make the following suggestions, however; in laying out an athletic field, all the stress should not be laid upon football. Considerable thought should be given to soft ball, soccer, track, outdoor volley ball courts, badminton, and tennis.

We believe that a school desiring to lay out a type of an athletic field should consult the Educational Department, and they, in turn, will furnish the information desired.

D. Home Made Apparatus

Many schools at the present time have apparatus which could easily be converted into use in Physical Fitness programs without additional cost.

Old balconies in gymnasiums could be used for climbing devices, parallel bars, horses, swinging rings, climbing poles, old hurdles, and other apparatus could easily be converted and arranged into a small agility, indoor course, the running of which would prepare the student for running the outdoor obstacle course.

In a program of this sort, it is absolutely necessary that the

coach, principal, and superintendent be sold on the idea, and they be willing to sacrifice time of their own to secure the material needed for this type of work. No doubt every secondary school in the State will have a little different problem confronting them in regard to an obstacle course, but a little thought and hard work will do wonders in accomplishing this end.

We would again suggest that any school which has a problem upon which they desire information or advice contact the Director of Secondary Education, and she in turn can either advise or direct them to a reliable source of information.

CHAPTER VIII

PHYSICAL FITNESS IN THE ELEMENTARY SCHOOL

The term "physical fitness" is used here to mean 'fit to go to school', or in other words it implies the practice of healthful living through the entire day. "Physical fitness" includes "mental" fitness or moral. It means fit to do something within the limits of the potential demands upon individuals at a given age level. This may be play, academic performance, daily chores about the home or running a paper route after school.

In working toward the goal of fitness it is always necessary to observe the principles of health and safety that will insure the delivery of individuals who are truly physically and mentally able to perform whatever activity the occasion demands.

Healthful school living can be secured through a well balanced program which provides ample opportunity for the individual to practice healthful living. This program should provide for the social and emotional, as well as the intellectual and physical growth of the child. It should be flexible and free from strain.

"At the elementary-school level it is recommended that the physical education programs should include games and sports designed to promote organic vigor and endurance. Physical fitness programs at this age do not require military training. Happy and joyful play will lay the foundations for the future roles children may be called upon to play."¹

¹National Education Association of the United States. "*Wartime Handbook for Education.*" 23; January 1943.

CHAPTER IX

SUGGESTED PROGRAM OF EXERCISES AND DRILLS

At the elementary level it is recommended that physical fitness programs should include simple exercises and games designed to promote happy and healthful play.

A. Relief Drills

1. Pupils enrolled in all grades, pre-first through the eighth grade should participate from 5 to 10 minutes a day in simple relief drills that will help to improve posture, breathing and muscular co-ordination. No specified time should be set aside for the drills. The teacher should feel free to stop during any period in the day and direct pupils in exercises that will relax whatever tension or weariness that might exist.

B. Activities, Games, Rhythmics, and Events

1. One play period of 15 minutes a day should be devoted to directed play and one equally long period to free play. One of these periods should be in the morning and one in the afternoon.

2. In the primary grades the individual teacher should have charge of the program and the children participate as a group. Active and wholesome participation by every pupil should be encouraged. It is recommended that staggered recreational periods be provided so as to reduce congested playground spaces and also to prevent accidents.

3. Pupils not physically able to engage in the above activities should be given the opportunity to play quiet games that they will enjoy.

4. At the upper grade level it is preferable to have the recreation and drill period separate for the boys and girls, since boys enjoy more strenuous games and exercises than do the girls.

CHAPTER X

RELIEF DRILLS

A. Purpose

1. The relief drill is merely a short exercise which serves first to relieve muscles which have become fatigued because of a more or less fixed posture which has been maintained over a period of time.

2. To provide an adequate outlet for surplus nervous energy as evidenced by restlessness

3. To increase the blood circulation throughout the body

Relief drills should have a very important part in the daily program. They are of value in the physical fitness program and also provide wholesome relaxation in order that school work can progress efficiently. Relief drills may be at a given time on the program, but the teacher should feel free to offer them at any time when in her judgment they will be useful. Relief drills must, of a necessity, be offered in the regular school room. Windows should be open during the drills, but draughts should be avoided. Children should face windows if possible, but time should not be wasted. Commands should be concise and clear. Some rhythm is of value in insuring repeated expansion and contraction of the large muscles.

B. Suggested Relief Drills

1. From a standing position, arms forward raised parallel with floor.
2. From arms forward position fling arms sideways, palms down, and return.
3. From arms forward position, bend body forward, keeping knees straight, attempt to touch toes.
4. From a standing position, extend arms sideways, shoulder high, palms up, clench fists, and release 10 or 20 times.
5. From a standing position, right arm forward raised, kick fingers with right foot, alternating feet and hands.
6. Grasp left wrist with right hand, relax hand at wrist and shake rapidly. Alternate.
7. From standing position, hands on hips, raise knee so that thigh is parallel to floor, and the lower leg perpendicular to the floor. Hold for a few seconds and return. Alternate.
8. From standing position, hands on hips, full squat position. Return, keeping the body perpendicular.
9. From a standing position, feet slightly apart, arms extended sideways, rotate the body body at the hips, bring right arm forward and keep elbows and shoulder stiff. Return. Alternate, always keeping the face toward the extended arm.

Cautions

1. Exercises involving hands over head should not be stressed due to a tendency to cause excessive curvature of the lower back. All exercises should be taught first as a demonstration by the teacher, being careful not to overtax any student, gradually building up endurance. Caution is advocated in all exercises.

CHAPTER XI

GENERAL ACTIVITIES, GAMES, RHYTHMICS AND EVENTS

The use of any of the activity stories, rhythmic games and events which follow may be used by the teacher regardless of the grade level even though games may be designated at any other level.

A. General Outline

1. Grades 1 and 2
Games, action stories, rhythemics, activities and games
2. Grades 3 and 4
Hunting games, athletic games
3. Grades 5 and 6
Games, rhythemics, relay races, stunts, individual athletic events
4. Grades 7 and 8
Games, athletics, folk dancing, marching, and stunts

"The teacher is the guardian, during the school day, of the health of the children under her instruction and care. She is the first line of defense against disease and injury that may attack or endanger her pupils during the hours when they are in school. This health service of the classroom teacher is at once a privilege and a duty . . . The classroom teacher is the key person in the entire program of health education."²

²Thomas D. Wood, "The Teacher and the Health of the School," *Journal of the National Education Association*, XXI (November, 1932), 255-256.

CHAPTER XII

PROGRAM OF ACTIVITIES, GAMES, RHYTHMICS AND EVENTS

FIRST AND SECOND GRADES

September-October

A. ACTION STORIES *

1. *Picking Apples*

- a. Pick up basket and run to orchard.
- b. Reach up and pick apples from trees.
- c. Shake the tree.
- d. Stoop down, bending knees to put apples in basket.
- e. Climb up to get some more.
- f. Carry baskets into house. Baskets are heavy.
- g. Throw away the bad ones.

2. *Blowing up Balloons*

- a. Count 1-2-3-4-5 pennies for balloon.
- b. Run to store to buy it and then run home.
- c. Blow up the balloon. Blow hard.
- d. Bat it up into the air with hands over head.
- e. Hold it in one hand and try to burst it with the other.

3. *Cowboys*

- a. Lasso a pony. Twirl rope around head with right hand a dozen times, then throw rope.
- b. Gallop on ponies, all stoop as though to pick up something from the floor.
- c. Horse is tired so breathe deeply and hard.

4. *Washing Clothes*

- a. Stand between the seat and desk. Rub clothes on desk.
- b. Put clothes through wringer. Turn handle with both hands in big circles.
- c. Shake out clothes. (Big motions up and down.)
- d. Reach up on tiptoe to hang up the clothes.

*See explanation

Explanation of Action Stories

Action stories are for the purpose of muscular co-ordination and are purely of a dramatic or pantomine nature. No equipment is to be used. They should be executed with vigor and precision and be made as life-like as possible. Originality in movement should be encouraged. The students should also be encouraged to originate other action stories.

Detailed explanation of the action story, "Picking Apples."

1. With the legs wide apart and knees straight bend down slowly to pick up basket. Run to the orchard (in standing position) 5 to 15 seconds.

2. Reach up and pick apples from trees by extending arms alternately overhead. Pick at least 20 apples and place in basket.

3. Shake the tree with both hands vigorously.

4. Stoop down in a squatting position and put apples in basket.

5. Climb up into the tree and get more apples, going through the motions with arms and legs.

6. Carry heavy basketfuls into the house.

7. Reach down and select bad apples: throw them away, using alternate hands.

Other stories can be developed in the same manner.

B. Rhythmical Activities

1. *London Bridge is Falling Down*

2. *Here We Dance Looby Loo*

3. *The Jolly Miller*

4. *How D'ye Do My Partner*

C. Games

1. *Leader and the Class*

On leader for each group of four to eight. Form circle, leader in middle turns and tosses ball to child who returns it. If leader misses, he must drop out into another's place.

2. *Magic Carpet*

Draw one or more squares on ground or floor. Children hold hands and skip or run following a leader. When music stops or whistle blows, all stop. Those on the squares are eliminated.

3. *Back to Back*

Couples stand back to back. "It" says "Change." All try to gain a new partner. The one left over is "It" and so on.

4. *Ring Call Ball*

Form circle with leader in middle with ball. Throws ball into air calling out someone's name. This one tries to catch it before it bounces more than once. If he fails then he is "It."

November

A. Action Stories

1. *Building Fire for Mother*

a. Jump up quickly. Stretch. Run down stairs.

b. Stoop down to pick up kindling. Put kindling in stove.

c. Shovel coal into stove, or chop wood. Carry it into house.

d. Hands are cold. Blow breath on fingers.

2. *Armistice Day*
 - a. March as soldiers to music or clapping hands.
 - b. Salute the flag. Tell story of Victory Day.
 - c. Wave flags, beat drums, blow horns.
 - d. Build bonfire. Dance around fire.
3. *Making Cider*
 - a. Roll barrels out to orchard.
 - b. Pick apples, some from trees, some from ground.
 - c. Lift barrels on to wheelbarrow. (Two lift one barrel.)
 - d. Push wheelbarrow to shed (around room and back to place).
 - e. Empty barrels into cider press.
 - f. Turn handle of press. First one hand and then the other, then both.
4. *Thanksgiving*
 - a. Catch turkey. Father kills turkey.
 - b. Help mother pick feathers.
 - c. Go to basement and carry up vegetables.
 - d. While dinner is cooking, run out and play.
 - e. Tell Thanksgiving stories.

B. Rhythmical Activities

1. *Oats, Peas, Beans, Barley Grow*
2. *Pussy Cat, Pussy Cat*
3. *Pig-a-Jig-Jig*
4. *Hippity Hop to the Barber Shop*

C. Games

1. *Cat and Rat*

Form circle with cat on outside, rat inside. Pupils in circle let rat run between their clasped hands but try to block the cat. As soon as rat is caught change cat and rat.

2. *Double Circle*

Make circle inside larger circle. The inside circle has one more than the outside circle. They march in opposite directions, and when music stops or whistle is blown, the one which is left over tries to gain a partner.

3. *Wood Tag*

Player is safe when some part of his body is touching wood. Same otherwise as tag.

4. *Drop the Handkerchief*

Rules for this game are generally known.

December

A. Action Stories

1. *Wind*
 - a. Wind whistles. Children blow out through teeth "Sh!"
 - b. Running against wind. Heads high, chest high, run around the room.
 - c. Wind blows waves. Feet spread wide bend up and down.
 - d. Wind blows hats off. Run after them.

2. *Snow Fort*

- a. Walk through field of snow. Step high.
- b. Shovel snow off walks. Pitch it high to make fort.
- c. Pat snow down with shovels as high as one top of wall.
- d. Throw snowballs. One side throw while other side dodges.
- e. Walk home through deep snow.

3. *Santa Claus*

- a. Divide class into three (one Santa Claus, 2 reindeer).
- b. Santa Claus starts out, putting on boots and wraps.
- c. Santa stoops and gathers up toys. Throws sack into sleigh.
- d. Reindeer runs with Santa following.
- e. Bring in the fact that good boys live along the roads and Santa stops often.

4. *Eskimo Life*

- a. Represent snow storm. Arms raised and slowly lowered.
- b. Blow flakes.
- c. Cut blocks of ice. Lift and carry ice. Stamp on first layer. Pile up blocks.
- d. Stoop and look in door.
- e. Get spear and run out. Throw spear at fish.
- f. Build fire and cook supper.

B. **Rhythmical Activities**

1. *Ring Christmas Bells to Music*
2. *Jack Be Nimble, Jack Be Quick*
3. *I see You*
4. *Pop Goes the Weasel*

C. **Games**

1. *Relay Race*

Relay race such as pass the eraser. Where object is passed to end who carries it to head of line and it is passed back again and repeat until all have run.

2. *Double Tag or Three Deep*

Players in couples. One couple separated, one chasing the other. To protect himself he joins a couple. The other person must run to another couple, and so on.

3. *Follow the Leader*

Must do everything leader does.

4. *I Say Stoop*

Teacher or leader says, "I say 'stand'—'stoop'." When she says 'stoop,' then all must stoop. Lack of prompt response eliminates that person.

January

January should be taken as a time for review of all activities following the vacation. Children should help in the selection of games. Teacher should see that all have some knowledge of the games and folk dances played during the first half of the year. No new work need be introduced.

February

A. Action Stories

1. *Lincoln's Home*

- a. Run out to gather wood for fire.
- b. Get water from spring. Stoop and lift water. Explain a spring of water.
- c. Walk out to split rails. Step over rocks and streams of water.
- d. Split rails. Lift high and hit hard.
- e. Tired—so breathe heavily.

B. Rhythmical Activities

1. *Rabbits* Hop on hands and feet or on feet with hands at ears to imitate rabbit's ears.
2. *Ducks* Sit down on heels, hands on knees. Waddle forward.
3. *Horse Galloping* Right or left foot leads all the time. Should be done to music.

C. Games

1. *Puss in Circle*

Mark a large circle on the ground. Puss inside this circle. Players tease her by entering the circle, and if they are tagged, they become Puss. Puss may not leave circle to tag a player.

2. *What to Play*

(Tune: Mary Had a Little Lamb). Class sings. Name show us what to play. When song is finished person says "play like this," doing something which all must imitate. Teacher says "stop," then calls another pupil, and so on.

3. *Spider and Flies*

Spiders at one end of playground, flies on the other. Flies come up and when near spiders, spiders chase them back to goal. Those caught become spiders.

4. *Changing Seats*

(Indoor game.) All seated. Leader says "change right." "change left," change front, back. Those who are in front or next to aisles must go to rear of room or other side. Variations, skip or hop to places.

March

A. Action Stories

1. *Policemen*
 - a. At a given signal all run to corner of room. Police station.
 - b. March to posts of duty. (Own seats.)
 - c. Give signal of policemen. Raise hands, whistle.
 - d. Help blind man across street.
 - e. March back to headquarters.
 - f. Salute pupil (or teacher) as they pass a certain place.
2. *Automobile*
 - a. Sit in seats or on top of desks. Get out and crank car.
 - b. Leader or teacher holds up hand to stop. Pupils put on brakes.
 - c. Flat tire, change, pumping up tire with motions of pump.
3. *Modes of Travel*
 - a. Let children set out their idea of the following:
 1. Riding a horse
 2. Riding a bicycle or motorcycle
 3. Train
 4. In a row boat
 5. In an aeroplane.
4. *Countries*
 - a. Make windmills of Holland. Arms should move in same direction, but always be 180 degrees apart.
 - b. Venetians poling a boat. Walk forward slowly, reach forward, push back, and continue.
 - c. Scotchman playing bagpipe. Walk around taking deep breaths.
 - d. Swiss climbing mountains. High steps using a pole to help.
 - e. Chinese pulling jinrikishas.
 - f. Any other teacher cares to do.

B. Rhythmical Activities

1. Imitate birds' music three quarter time. Run lightly on toes waving arms up and down.
2. Cats move quietly on all fours.
3. Elephants. Hands clasped in front of body, bend forward and walk, swinging hands from side to side.
4. Frogs. Hands on floor, arms between knees, jump forward, kicking legs to rear.

C. Games

1. *Railroad Train*

Each player is named for some object on a train, such as an engine fender, baggage car, etc. Teacher tells story naming parts who arrange themselves in back of first named and when all are on train, train moves off. May be arranged for more than one train, and can have races.

2. *Squirrel and Nuts*

All pupils put heads down on seats leaving one hand outstretched. Squirrels put object in someone's hand, and they jump up and chase him to his seat or nest. If the squirrel is caught, he must continue.

3. *Run, Rabbit, Run*

Divide players into two sections. Foxes stay behind corner of building. Rabbits come out and when leader says, "Run, Rabbit, Run" foxes try to catch them before they reach home.

April

A. Action Stories

1. *Keeping Store*

- Storekeeper leaving home, reaches up high for hat and coat.
- Walk to store.
- Sweep and dust store (desk).
- Wait on customers; measure and weigh things. Wrap packages.
- Ring up money and give change.
- Walks home at night.

2. *Fire Department*

- Drive car to fire.
- Play water on fire. Stretch up and down, from side to side.
- Chop windows open.
- Throw clothing out window; climb down ladder.
- Drive wagon back to station.

3. *Baseball Game*

- Teacher throws ball to pupils, who swing at it.
- Now teacher bats, and they catch and throw back.
- Hits over their heads. They reach for it.

4. *Fishing*

- Digging bait. One foot raised on shovel, push down, then lift up.
- Row out in boat, sitting on back of seat, pulling and pushing.
- Throw line into water.
- Pulling a big fish in, hand over hand.
- Walk home with fish.

B. Rhythmical Activities

1. *Elevators*

- With feet wide apart and hands on hips, do knee bend.

2. *Bell Ringing*

- Separate the feet. Extend the arms over the head, pulling down, down, then let arms go up. Repeat several times.

3. *Toad Jump*

- Hands on hips, bend knees until sitting on heels, hop forward keeping knees bent.

4. *Indian War Dance*

- To music or chanting of pupils.

C. Games

1. Since track season is at this time, the children will be running, jumping, with races between pupils adding interest.

2. *Relay Races*

a. Automobile Relay Race. Line up children (let them name kinds of cars they are) and race around playground.

3. *Flowers and Wind*

a. Divide class into equal parts. One half to be the wind, and the other flowers. Flowers are named daisy, roses, and so on. They skip up to the wind who guesses what they are. When the guess is correct then all must run back to goal, where they started. The wind chases them, all who are caught must then become winds.

May

No additional material to be given during this month but a thorough review of all activities should be made. Again the pupils should be given the opportunity to choose the games.

THIRD AND FOURTH GRADES

The activities will be divided into the following: Hunting games, rhythmic, relay races, stunts, and athletic games.

A. Hunting Games

1. *Follow the Leader*

2. *Forest Lookout*

a. Form double circle all facing center. Those on inside represent trees. All those on the outside get back of a tree. The one who is lookout gets in the center and cries "Fire in the mountains," "Run" and claps his hands. The outside circle runs to left. When the lookout quits clapping and stands in front of a tree, all the runners must do the same. The odd one now is the "Lookout" and the "trees" on the outside become the runners.

3. *Stoop Tag*

One player is "it." Other players try to escape by squatting on heels. Any player may squat only five times when he must run to keep from being tagged. A player when tagged becomes "it."

4. *Ball Puss*

Each player occupies a home. Players try to exchange places. "It" tries to hit them with a soft ball. One hit, then player changes with "it".

5. *Simon Says*

Must move only on this command.

6. *Three Deep*

Two circles formed; when one being chased stops in front of couple the one in the rear must run or be caught by chaser.

7. *Last One Out*

(Indoor game.) Children walk around seats. One seat must be raised, making one less seat than pupils.

8. *Poison Pull*

Children clasp hands and attempt to pull someone so he will contact another person standing in center who is poison. Person who touches "Poison" then must stand in circle.

9. *Circle Race*

Players first stand in circle facing center. They then turn right leaving a distance of at least four feet between each person. At whistle all run, trying to pass ones in front. As soon as person is passed he drops out. This continues until only one is left, the winner.

10. *Animal Blind Mans' Buff*

One blindfolded in circle points finger at a person on the outside and tells him to make a noise like a pig, cat, or dog. Then he tries to guess who it was. If correct they change places.

11. *Black and White*

Players counted off as "blacks" and "whites." Scatter promiscuously over playground. Leader has black paper on one side, white on other, which he drops, if it hits white then whites tag blacks. "Blacks" must then be "whites." Object to see which has most players at end of time. Players may not be tagged if they stop.

12. *Stooping Stretch*

Place feet on a line, and about one foot apart. Clasp hands together and stoop forward with knees straight, reach back between legs and touch the ground as far back as possible. Come up to erect position without moving feet from position.

13. *Clown Tricks*

Balance stick on fingers, nose forehead.

14. *Coffee Grinder*

Support body on either hand, don't let body sag. Walking around in circle using arm as pivot.

15. *Jumping Jack*

Drop to a full squat, knees bent and spread, arms crossed in front of body, upper part of body erect, weight on toes. From this position spring immediately to a standing position, arms extended sidewise, weight on heels, toes pointing up, feet 19 inches apart. Repeat several times.

16. *Stump Walk*

From a kneeling position grasp one ankle in each hand. Pull feet up to hips, with back arched, walk on knees, keeping balance.

17. *Wicket Walk*

Knees straight, bend forward touching ground with both hands, walk forward.

18. *Fish Hawk Dive*

Kneel on one foot with other leg and foot entirely off ground. Bend forward and pick up handkerchief placed directly in front of knee on which you are resting.

19. *Crab Walk*

Deep knee bend, raise arms sidewise, keep down low and walk forward.

20. *Duck Walk*

Bend the knees and place hands on ground back of you. Walk or rush in this position.

21. *Frog Hand Stand*

Squat down with hands flat on floor, elbows inside of and pressed against knees, lean forward slowly, transfer weight on hands, raise feet clear off the floor. Keep the head up and toes pointing backward.

22. *Stunts*

Stunts which may be performed on grass or other soft surface.

a. Head movements.

b. Forward roll (somersault).

c. Backward roll.

d. Human rocker. Lie face downward, grasp ankles in back, keep rigid curve of chest and abdomen, rock back and forth.

25. *Cartwheels*

Alternate right hand on ground, then left hand, left foot then right foot.

B. *Athletic Games*

1. *Dodge Ball*

There are several types of this game. We will describe one and indicate a few others.

a. *Simple Dodge Ball*

Use soft soccer ball, class is arranged in two equal groups, one group forming a large circle, the other grouped inside this circle. Teacher gives ball to one in outside circle, who attempts to hit person inside circle. Person struck comes to circle and so on. Players dodge to keep from being hit. Object is to see who can stay inside the circle the longest.

b. *Dodge Ball*

Same as above except that time is kept and at the end of that time count those remaining unstruck. And again timing while other side throws.

c. *Dodge Ball*

Same as above except person who throws and misses must then enter circle.

d. *Dodge Ball*

Same as above except person who throws and misses does not throw at his own players.

2. *Fungo*

Use bat and ball or volley ball. Person bats ball to others who take batter's place after he has caught three flies.

3. *One Old Cat*

There is a pitcher, catcher, and one batter. The rest are fielders. There is a home base and one base. A batter is put out on three strikes, a caught foul, or a ball caught on the fly. When a ball is hit fair, the batter must run to the base and back to home before the ball is thrown home. When a batter is out, the catcher becomes batter, the pitcher catcher, the first fielder pitcher, and so on. The batter is last fielder.

4. *Work Up*

Same as One Old Cat except that each player keeps count of his runs and there are two or three batters. Also it is not necessary for the batter who has hit a ball and run to first to come home. He may wait until the next batter hits the ball. A person who catches a fly ball immediately becomes batter and the retiring batsman takes his place in the field.

5. *Boundary Ball*

Have two goals about sixty feet apart. Goals should be about 30 or 40 feet long (draw line on ground). Divide players into two equal groups, these may not pass over a central point. The object is to get the ball over the goal line on the bounce or roll, never on the fly.

6. *Playground Ball*

Also called Armory Ball. Played almost same as baseball except ball is pitched under hand, bases shorter distance apart, walk on three balls.

7. *Basket Ball*

Use soccer ball, otherwise same as basketball. Should not be played too much during these grades, as the movements are not conducive to good posture.

8. *Elementary Soccer*

Kicking the ball across goal as in boundary ball, but do not use the rules of soccer.

9. *All Run*

All players are numbered. Leader throws ball into air at same time calling out a number. The one who's number is called must catch it before it hits. When the number is called those whose number was not called all run. The one who caught the ball tries to hit other. These may not move their feet, but may dodge. A system of forfeits may be given for failing to catch the ball or for missing a throw.

FIFTH AND SIXTH GRADES

Activities in these grades shall be classified as athletic games, individual athletic events, relay races, rhythmic, stunts, hunting games.

Boys and girls should be divided in these grades for their play periods, but may be brought together for instruction in the games. Pupils will want to play more of the games they see the Junior High grades playing. Not too much time should be spent on hunting games or relays and more on stunts and individual events.

A. Athletic Games

1. *Basket Ball Goal Toss*

Use soccer ball. Divide ball group equally, one player at foul line tosses ball at basket. If it goes through it counts one point, and if it misses, all scramble for the ball and shoot at the basket. If this throw goes into basket, it counts two for side making it, and so on until 21 points are made by field goal. Notice that all shoot at same goal.

2. *Elementary Hockey or Shinney*

Use tennis ball. Any sort of stick will do, but boys will usually find sticks suitable for shinney. Rules are well known.

3. *Soccer Keep Away*

Divide into three groups, and field into three zones. Rotate groups from zone to zone every few minutes. Those in end zone try to get ball past the center zone by kicking it on ground or over other heads. Center zone may only stop ball with their feet. Points are scored in center zone by such stoppings. Points by end zones by getting ball past center.

4. *Progressive Dodge Ball*

Same as dodge ball, except groups are in zones formed like a triangle. Ball is thrown at those in other zones, and when person is hit, he must come into that zone from which the ball came, thus the object is to see which has the largest number when the time ends. A person from one zone who makes no attempt to keep from getting hit must leave the games.

5. *Bowl Club Ball*

Equipment: Soccer ball, Indian club or substitute, placed on home base, another base 40 feet away and slightly to the right of pitcher's box. Pitcher bowls ball at Indian club, batter tries to kick it away and if he succeeds, runs to base and back. Fielders try to throw and knock Indian club down before runner can get back to home base. If pitcher does not bowl ball at club after 3 attempts, batter catches a ball, puts it on ground, and kicks it. Batter is out on a caught fly ball, three misses, or ball knocking club over. Catcher becomes batter, pitcher becomes catcher, etc., when batter is out.

6. *Punt Back*

Use soccer or football. Teams equally divided. Game starts by one side kicking off to other. Ball must be kicked from place it was caught. Thus one team will be backed up until it is near the goal.

Then the attacking side must kick the ball over the goal. A dropkick is the ball hitting the ground before it is kicked. Team scoring the largest number of goals wins.

7. Six Hole Basket Ball

Six stations are designated about 15 feet from a basket goal. Notice that these are all 15 feet from the basket. All players shoot from first hole on the left. If he makes the basket he moves up to number 2, and when his turn comes, he again shoots. If he misses he must stay there and try until he makes it. The object is to shoot a basket from each spot and see who finishes first.

8. Circle Stride Ball

All but one person form a circle with their feet spread out touching the person's feet next to them. All face in toward center. The odd person tries to throw the ball between the others legs. When he succeeds the person through whose legs the ball went must get it and throw it through the others legs. They now face outward.

9. Crackabout

Players scatter over the playground trying to get as far as possible from the one who has the ball. This one throws it at some one and cries "Crackabout." All rush after the ball to get it as they then get to throw it at the rest.

10. Volley Ball

Net should be made lower and a ball something like a beach ball, very light, should be used. The rules are well known.

11. Basketball

Girls find difficulty in making baskets. Soccer ball used. Boys like to play with lighter ball also.

12. Bull in the Ring

Clasp hands in circle, bull tries to break out through hands. When he succeeds all chase him, the one catching him now becomes the bull.

13. Hand Tag

To keep from being tagged, players pull their feet off the ground hanging on to playground equipment.

14. Leap Frog

For distance also may be used as relay, using half of children against the other half.

B. Rhythmics

1. Any singing games or dances which the teacher or pupils know. Since words and music both must be given in order to teach games, no attempt has been made to put them into this program. Nevertheless they are an important part and should be used, since dancing, clapping of hands, stamping of feet are the first signs of children's interest in music. A list of commonly known games and dances are given:

1. *Farmer in the Dell*
2. *Go in and Out the Window*
3. *Did You Ever See a Lassie?*
4. *All Around the Mulberry Bush*
5. *London Bridge Is Falling Down*
6. *Here We Dance Looby Loo*
7. *Jolly Miller Boy*

These and other games may be found in Bancroft's *Book of Games*. Girls will like all singing games and when music is played will show some initiative in dance steps. They should be encouraged to learn to waltz with each other.

1. *How D'ye Do My Partner*
2. *Rig-a-Jig-Jig*
3. *Pop Goes the Weasel*
4. *Skip to My Loo*
5. *Old Dan Tucker*
6. *Pig in the Parlor*

C. Relay Races

1. *Arch Ball Relay*

Form two lines all facing same way. First person has ball, soccer or basket ball. Hands it back to next person and so on until it reaches last one who runs to front and repeats same until all have been to front of line. May vary this by placing children a few feet apart and having them toss ball back. Be sure that all touch the ball.

2. *Stunt Relay*

Same as relay except person running down to goal skips, hops, bounces ball, turns, and cartwheels.

3. *Walking Relay*

All face same direction in two lines, but must walk to goal, that is, heel and toe. No running.

4. *All Up Relay*

Mark off two circles about 18 inches in diameter. Have an Indian club in one lying down. First person in each line runs out and sets club up in other circle, comes back and touches next person and so on. Each person setting club up in other circle. Clubs must be made to stand up.

5. *Over and Under Relay*

Two lines as all relays. Use basketball or soccer ball. Pupils have legs spread apart. First person passes ball back between legs, next person stands up and passes it overhead. Next between legs. Also may be rolled back through all legs to last person.

6. *Pass and Stoop Relay*

Arrange teams in files behind a starting line. Captain of each team facing his line and 10 feet away. Captain throws ball to first in line, who catches and throws it back, then squats. Captain then

throws to next and so on. Game ends with all he missed squatting, captain having the ball. If player misses the ball he must recover it then return to place before passing it.

7. Rescue Relay

Line up as above. Captain is about 30 feet away from his line. He runs forward, grasps first by the hand then runs back to his starting line. He remains there but the other player goes back and rescues another and so on.

8. Skip Rope Relay

Arrange as in shuttle relay. That is divide the two teams into two more groups about 30 feet apart. Player skips rope to other half of his team change rope and other player skips back, and repeat.

9. Variations

Many variations of the above relays may be used.

D. Stunts

This phase of physical education will need little attention, since children will like to imitate any stunt the other can do.

1. Frog Hop

Bend knee, put hands on ground. Move hands forward and let feet follow forward, with a jump kicking legs out behind to imitate frog.

2. Turk Stand

Cross right foot over left, arms at the side horizontally. Sit down Turk fashion. Stand up again without touching hands to floor.

3. Heel Click

Stand with feet apart. Jump in air trying to click heels together three times before landing.

4. Jump the Stick

Hold a stick in both hands in front of body and jump over it while holding on with both hands. Jump back.

5. Heel and Toe Spring

Draw a line on the ground. Place heels on this line, bend down and grasp the toes with the fingers underneath the foot. Lean forward slightly to get impetus, jump backward over the line. Try jumping forward the same way.

6. Ankle Throw

Throw some object, as a playground ball, with feet. Place ball between heels, jump into air, jerk foot up behind and try to catch ball in front of body.

7. Human Fly

From push up position with feet against wall, walk up wall with feet into a hand stand facing wall.

8. Standing High Kick

The object is to see who can kick the highest, having one foot on the ground.

9. *Twister*

Two people facing each other with right hands clasped. No. 1 throws right leg over clasped hand. No. 2 throws left leg over. They are now back to back. No. 1 now throws left leg over and No. 2 follows with his right leg. This should be done very rapidly.

10. *Headstands, Handstands, and Cartwheels*

11. *Hand Wrestle*

Wrestlers stand with right foot advanced, clasping right hands. The object is to make other move a foot from position on ground. This constitutes a throw. Best two out of three.

12. *Pendulum*

Two persons face each other, each with a foot forward to steady himself. A third boy stands between them, no more than 2 feet from the others, facing them. He keeps himself rigid and falls toward one of them. This person catches him with his hands and pushes back. No. 3 looks like a pendulum.

13. *Make a Line on the Ground*

Make a line on the ground. Toe this mark on the ground as far as possible without moving toes. The hand must not drag on the ground after marking on the ground.

14. *Setting Pegs*

Use three sharpened pegs. From scratch line hop and set first peg, hop again from first peg and set second and same for last. See who can set the farthest.

15. *Chair Vault*

With the hand on the back and the other on the seat of the chair, jump over seat and back, without touching feet.

16. *Wiggle Walk*

Performer stands with heels together, toes pointing out. Raise right heel and left toe, pivot to the right, thus standing pigeon-toed. Resting on opposite toes, heel pivots again to toeing out.

17. *Finger Pull*

Place hands horizontally across chest, close to chest. Touch middle finger tips. Another person tries to separate fingers.

18. *Touch Toe Jump*

Hold both hands in front horizontally, jump up with knees straight, touch both feet at same time to your hands without lowering hands.

E. Individual Athletic Events

1. *Balancing Test*

Boys or girls. Equipment 2x4 plank 12 feet long, set so that two inch side is up.

a. First test. Start from center of beam walks to end, walks backward to center, makes quarter turn, balances on toes on beam, holds head and body erect, makes a deep knee bend coming to a full squat on beam. Rising, completes turn and walks to end and one half turn walks to center of beam.

b. Second test. Same as first except keep book balanced on top of head. Book with stiff edges, 5 by 7 inches.

c. Third test. Same as second test, except must keep hands on hips and make three deep knee bends in center.

2. *Baseball Batting for Accuracy*

Two diverging lines 6 feet apart at base at 15 feet apart at 90 feet. Draw score lines at 60 feet, for Fifth grade, 70 feet for Sixth grade, 80 feet for Seventh grade and 90 feet for Eighth grade. Each person pitches the ball up and tries to hit it. Ten trials are allowed. If the batted ball hits the ground and then across the line for that grade it is a perfect hit. But it must be inside the side lines. A ball which hits within 10 feet of the line for that grade is also perfect, if it is within the side lines.

3. *Baseball Fly Catching*

Each player stands in spaces as made in baseball batting and tries to catch ball that is thrown inside the zone. Allow ten trials.

4. *Baseball Throw and Catch*

Players stand at home base, catches ball, thrown by pitcher. Then throws to first base, catches the return, same at second and third. He must throw so that the person catching the ball can keep one foot on the base and have both hands on the ball. The throws back to him must be accurate. He may make 7 errors, the number of errors are subtracted from the number of throws and catches which will be seven.

5. *Baseball Accuracy Throw*

Target at which to throw being 19 by 37 inches. Set 20 inches from ground. Allow ten throws. Throw from a pitchers box 45 feet from target for 5th, 6th grade boys, 30 feet for girls. 60 feet for 7th grade boys, 35 feet for girls.

6. *Basket Ball Throw for Goal*

First from outside 15 foot line throw ball. Each succeeding throw from point of recovery.

7. *Basket Ball Foul Throw*

Allow 5, 10 or 15 throws. Total number of successful throws represents score.

8. *Basket Ball Pass for Accuracy*

Stand 20 feet from target which should be a circle 3 feet in radius, ball thrown 10 times with right hand then left. For grades 7-8 distance 30 feet.

9. *Basket Ball Throw for Distance*

10. *Jump and Reach*

Girls. Person holds chalk in both hands, reaches up and makes mark on wall, then turning sidewise, now jumps and makes mark, both hands together.

11. *Pull Up*

Chinning. Push up. Support body on hands and toes, let body down until body almost touches ground then up and repeat. Keep body rigid.

12. *Track Events*

Running, hopping, jumping for distance and height. Girls excluded.

13. *Run and Catch*

Stretch rope about 10 feet high. Person throws ball over rope and tries to catch it before it touches the ground. The starting line is 20 feet from the cord so that he must run a few steps before throwing the ball into the air. Each player goes through three times and time is kept. If the ball is missed, player must try from either side until he succeeds.

14. *Soccer Dribble*

Player kicks, which is known as dribble in soccer. The ball is dribbled around a set of obstructions and back to starting point. He must not touch ball with his hands.

15. *Football Drop Kick*

From short distance attempt to kick ball over goal.

F. **Hunting Games**

1. *Chain Tag*

Same as tag except when "it" catches a person he holds him by the hand and when they catch the next they grasp his hand, and so on. Thus only those on the ends of the chain may tag. If the chain is broken then they may not tag until it is joined again.

2. *Fox and the Geese*

All geese line up with hands on others shoulders. The gander is in front and tries to keep in front of the fox so that he can not catch the goose on the end of the line. This goose is the only one who may be caught. If the fox catches the goose the fox becomes the gander, the goose becomes fox.

3. *Beat the Beetle*

Form circle with face inside, arms behind back with hands up. Leader puts cap, towel, or some soft object in some one's hand. This one then begins to beat the one to his left who runs to the left, the one with the towel chasing him. They go once around the circle, and repeat.

4. *Chinese Tag*

Person tagged must place his right hand on spot tagged and keep it there until he succeeds in tagging another. Players soon learn to tag others on feet, legs, etc., so that it will be more difficult for "It" to run.

SEVENTH AND EIGHTH GRADES

Due to the fact that some Junior High Schools have special teachers for physical educational activities, no attempt will be made to describe games or dances. The following outline should be followed to some extent.

A. Games

1. Net ball
2. Relay race around playground
3. Pass ball overhead relay and throwing in goal
4. All up relay
5. Double dodge ball
6. Prisoner's base
7. Tug of war

B. Athletics—Girls

1. Chinning (4 times)
2. Standing broad jump (5 feet 9 inches)
3. Running (60 yards in 8 2-5 seconds)
4. Basket ball throw (overhead 30 feet)
5. Running jump

C. Folk Dances

At least five simple folk dances

D. Marching

1. Keeping step in single column
2. Facings
3. Elementary marching in columns of twos

E. Stunts—Girls

1. Knee dip
2. Cartwheel
3. Forward roll
4. Hop, step and jump
5. Jumping Jack
6. Jump the stick
7. Turk stand

Boys

1. Backward roll
2. Cartwheel
3. Indian wrestle
4. Jump stick
5. Bull stick
6. Human rocker
7. Head and hand stand

EIGHTH GRADE

A. Games

1. Games of Seventh Grade
2. End ball
3. Three deep
4. Captain dodge ball
5. Battle ball
6. Basket ball
7. Volley ball
8. Touch football
9. Soccer football

B. Athletics

- Basket ball for three (round arm 33 feet)
- Athletic relay running
- Balancing exercises (advanced)
- Athletic goal throw (3 out of 5 attempts)

"Feelings of well-being, enjoyment of activity for itself, the sense of movement as an art, the maintenance of a rhythm of activity and rest, the fun in play that is shared: these are the kinds of satisfactions boys and girls may find in the physical education program. Once boys and girls become conscious of the value and joy of physical fitness, they will desire to maintain and promote it."³

³Laurentine B. Collins, Rosalind Cassidy, *et al.*, *Physical Education in the Secondary School*, p. 24 (New York: Committee on Workshops, Progressive Education Association), 1940.

CHAPTER XIII

SOME SUGGESTED HEALTH PRACTICES

A. Health Instruction

Pending the time when a supply of health bulletins will be furnished to the schools of New Mexico, the following specific instructions are offered.

1. Eight to 10 hours a day of sleep.
2. Drink at least a quart of water a day.
3. Use individual drinking cups if fountains are not available.
4. Wash hands with soap and running water before lunch and after toilet.
5. Bring handkerchief to school and use it. It is recommended that a roll of toilet paper or handkerchief type tissue be available in room for use as handkerchiefs. A receptacle for disposing of tissues should be provided. Tissue should be used only once.
6. Cover mouth when coughing and sneezing.
7. Fingers, pencils, and other materials should not be put in mouth.
8. Remain at home, in bed if possible, if ill.
9. Eat wholesome food. Hot lunches preferable.
10. Remove wraps in classrooms. Provisions should be made for a place to hang wraps.
11. Rest. In the case of younger children, immediately after recess. Pre-first and first grade children should rest at least 30 minutes on mats or rugs after the lunch hour.
12. Keep body clean, taking at bath at least once a week, and a daily shower if possible.
13. Develop good posture sitting and walking.
14. Care should be used in seating, lighting, ventilation and temperature in the classroom.

In any effective program of health in the elementary school the children should be informed of health measures in close relation to their daily living. A program in health should be naturally presented to the children, and it should grow from grade to grade.

There should be little, if any teaching from a textbook in the elementary grades but rather an integration in all grades of a growing appreciation of the part normal health practices play in the lives of every individual. Children should seldom be conscious of health as such, but nevertheless they should exercise to their fullest capacity the provisions made for healthful living. The teacher is referred to Chapters 1 and 6 of this publication for further orientation.



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